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CENTRAL BANK OF NIGERIA



RESEARCH DEPARTMENT OCCASIONAL PAPER NO. 20

A PROFILE OF THE NIGERIAN EDUCATIONAL SYSTEM AND POLICY OPTIONS FOR IMPROVED EDUCATIONAL DEVELOPMENT FOR RAPID ECONOMIC GROWTH AND DEVELOPMENT

By

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SENIOR ECONOMIST

DECEMBER 1, 1997

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A PROFILE OF THE NIGERIAN EDUCATIONAL SYSTEM AND POLICY OPTIONS FOR IMPROVED EDUCATIONAL DEVELOPMENT FOR RAPID ECONOMIC GROWTH AND DEVELOPMENT

ABSTRACT

Attempt is made in this paper to situate Nigeria's educational system within the context of her overall economic development in view of the universal acceptance of the ultimate importance of human resources in determining the level and manner of economic progress. The various ways in which education contributes to the process of economic development are explored. A statistical review and appraisal of the Nigerian Educational system show that given its current level, the system is under-developed as reflected by an overall adult literacy ratio of 49.5 percent and primary school enrollment level of 63.5 percent of the primary school-age cohort as at 1994, and hence the exclusion of a significant proportion of the population from making their effective contributions to economic progress. This scenario is substantially accounted for by the inability to address educational development within a macro-economic framework whereby literacy level and sectoral manpower requirements of the economy, based on her factor-endowment and development aspirations, are planned for and implemented strictly. Other factors include inadequate funding arising from lack of political will to implement policies as intended which has led to low quality of the system's products. In view of the fact that education is central to economic development in particular and nation-building in general, the sub-sector requires across the board expansion in terms of both quantity and quality. There is, therefore, an urgent need to extend basic education [primary and secondary], through mainly state funding, to all Nigerian children irrespective of economic, geographical and gender circumstances, while girls' education in particular should be accorded greater priority owing to its higher multiplier effects on the society in general. Education investment should be deepened through higher investments in teaching materials, personnel and curricula development to make it technically functional to produce the requisite labor for the Nigerian Economy. This calls for deployment of greater resources to the education sub-sector backed with an unalloyed sense of duty to educate all Nigerian children in order to put all hands on deck in the development process.

* The authors gratefully acknowledge ideas and information obtained from the Education Group of the Vision 2010 Committee while serving as facilitators. The authors accept full responsibility for the contents of the paper, while the views expressed therein are personal to them and are not necessarily shared by either the Vision 2010 Committee or the Central Bank of Nigeria to which they are affiliated.

INTRODUCTION

Economic growth generally refers to an increase in a country's output measured by the Gross Domestic Product [GDP] or National Income in real terms between two periods. The physical ability of an economy to produce more goods and services is dependent on a number of factors amongst which are capital accumulation, labour force, natural resources, productivity, technological progress, as well as a favourable socio-political environment. Consequently, achievement of a high rate of economic growth over time is one of the main objectives of economic policy, since sustained growth is assumed to increase the general prosperity of a country. Economic development, on the other hand, is a process by which not only a rise in real output takes place but growth is accompanied with structural transformation of an economy including social and political structures. In addition, changes in the technological and institutional arrangements by which output is produced and distributed to ensure a better quality of life such as education, health, nutrition and a better environment for a greater proportion of the people are essential aspects of economic development. In the context of the above, it is clear that it is possible to experience economic growth in some economies without economic development which involves a structural shift along with persistent growth in the national product.

Of all the contributory factors to economic advancement, human resources stand out as the major force that determines the manner in which all other factors should be combined and spur the developmental process. This fact is aptly recognised by the United Nations Development Programme [UNDP] [1997] which stated that the people are the real wealth of a nation and that the basic objective of development is to create an enabling environment for people to enjoy long, healthy and creative lives. It went further to state that one of the tools for bringing about sustainable human development is formal education and training. For this reason, knowledge (education) is recognised as a critical factor in the computation of the Human Development Index (HDI). In addition, education is indirectly but inextricably linked to longevity and income which are the other two key components of HDI. This explains why countries which have put premium on high level of education have been the ones whose rates of progress and

development have been significantly rapid. Consequently, the difference in the level of growth and development in the advanced countries and the newly industrialised countries of South East Asia in recent times on the one hand, and the less developed ones on the other, has partly been attributed to the difference in the level and quality of education in the two groups of countries. This is why Todaro [1986] postulated that most economists would probably agree that it is the human resources of a nation, not its physical capital or its resources that ultimately determine the character and pace of its economic and social development. Therefore, it could be stated that the principal institutional mechanism for developing human skills and knowledge is the formal education. For this reason, education is fundamental to the developmental process of nation building and it should be pursued with vigour. The quality of the human resources which is a reflection of an economy's educational system enhances economic development through the improvements in technological know-how and productivity of the labour force.

Before the advent of colonial rule, education in Nigeria was rudimentary in nature and passed down by oral tradition from one generation to another. This comprised knowledge of the immediate environment, ancestral history and historical evolution of individual societies. The custodians of such information were the traditional rulers, their chief priests to local deities and musicians. The Islamic religious influence brought with it Arabic education to the northern parts of the country. Thus, apart from oral traditional history, the north enjoyed written Arabic education which concentrated on religious aspects of life which the Ulama controlled. The institution of British colonial administration in Nigeria in the 19th century brought with it Christian religion along with the western system of education. Thus, formal education was introduced in Nigeria. The formal written education incorporated literacy, numeracy, skills development and other spheres of human development. However, prior to independence in 1960, the educational system of Nigeria was elitist in outlook and had limited scope for economic advancement as it was focused mainly on training clerical and other auxiliary staff in the service for the purpose of meeting supportive roles for the British colonial administrative officers. Other reasons for being elitist include: [i] the distinction between Arabic education and western

education; [ii] socio - cultural factors with bias against the girl child; and [iii] burden of training a child at school.

At independence, the curricula were in favour of liberal arts and humanities with little or no regard to the economic and technological manpower needs of the country nor its socio-political transformation. The reason for this was not far fetched, as Nigeria was seen as a big asset to the colonialist home government as a source of primary commodities and market for manufactured goods. After three and a half decades of independence, illiteracy is still widespread and the country continued to be dependent upon the industrialised countries for technological know-how and technical equipment to meet the requirement for her domestic economic development.

Against the above background, it is appropriate to examine the relevance of education in Nigeria's economic development. Specifically, the objective of this paper is to appraise Nigeria's educational system, through a statistical review and appraisal, from 1990 to 1996 for which data is available, within the context of overall economic development aspirations. It is also intended to highlight the critical role of education in human resources development required for the achievement of economic growth and development. The paper is organised into five sections. Following this Introduction, an examination of the role education plays in economic development generally is presented in Section II and is followed in Section III by a review and evaluation of Nigeria's educational system to show how it has served the economy. It also proffers what policy options are available to adopt to right the situation in the fourth section. Section V presents the summary and conclusion.

2. EDUCATION AND ECONOMIC DEVELOPMENT

2.1 Education as Investment and Consumption Good

The acquisition of education bestows both economic and non-economic benefits on individuals and the society including general gains whose beneficiaries can not be easily identified. Some of these benefits, according to Agrawal and Lal [1980], range from literary ability and intellectual development; receptiveness to new ideas; skills acquisition and creation of

a more productive labour force; acceleration of economic growth; upward social and economic mobility to encouragement of modern attitudes on the part of diverse segments of the population; acculturation of diverse ethnic or tribal groups especially in a plural society like Nigeria; and inter-generational values, all of which contribute to socio-economic and political progress. It follows from the above that education is at the same time both an investment and consumption good. It is an income-generating agent when viewed from the angle of future streams of income through employment after schooling and the initial direct and indirect costs borne in pursuing education. Thus, the demand for education is a derived demand for high wage employment opportunities through skills acquisition that prepares its beneficiary for the labour market and life's challenges. In this respect, it resembles physical capital whose formation requires allocation of resources between consumption and investment on the one hand and between skills acquisition and physical capital on the other. At both individual and sovereign levels, education is desired as a means of economic growth and development. The derived demand for education on the basis of entry into the labour market is, therefore, determined by the wage/or income differential between job opportunities facing each educational level, the probability of securing the right type of job for each level of skill and the cost [both direct and opportunity cost] of acquiring education. While there is a direct relationship between education and wage/income differentials and probability of securing job, costs are inversely related to education.

The demand for education could be influenced by pure consumption purposes when it is undertaken for reasons other than expectations of pecuniary returns. As Agrawal and Lal (1980) wrote, "Individuals desire it (education) for its cultural and social values. They pursue it because knowledge is desired for its own sake. Also because education can enrich one's life through increasing the variety and depth of intellectual pursuit". When education is pursued for these reasons, that is, for the direct satisfaction it yields, it becomes a consumption good and hence an end in itself. The social benefits to the economy, some of which surpass private benefits include inter-generational values. It consists in the gains that children of educated parents obtain in receiving education informally at home (which

puts such children ahead of those from educationally backward homes) suggesting that educated house-wives who do not join the workforce in the market sense contribute to development. Employers also benefit as they neither have to spend on the education and training of the labour being employed, nor do they have difficulties dealing with labour which would have been otherwise uneducated. Some other benefits attributable to the society at large include increased level of awareness and readiness of the population to embrace and respond positively to new ideas and government programmes, increased voter-participation in the conduct of social affairs as literacy level improves an accelerated economic/technological take-off and sustainable national development.

2.2 Contributions of Education to Economic Development

In specific terms, education has been observed to make a number of contributions to the development of both developed and developing countries. In this sub-section, we review contributions to the national income, population dynamics, poverty alleviation and income distribution, rural development and the environment.

[i] Education and the National Income

One of the most important and extensively measured contributions of education to economic growth and development is its positive effect on national output. This is brought about through the supply of semi-skilled and skilled manpower by education and training which in turn bring about increased productivity per unit of labour as well as utilization of physical capital to the fullest. In this regard, investment in human resources as typified by education [identified as the "residual" factor in econometric production function estimates] has been found to be responsible for the growth of developed economies rather than growth of physical capital [Todaro, 1986]. In an earlier study, Edward Denison [1962] found that the growth in the United States of America [USA] between 1929 and 1957 was considerably determined by the improved education and training when compared with the 1909-1929 period. Studies initiated by the World Bank (1980) in South East Asian and Latin American countries, revealed that the annual output of a farmer who completed four years of primary schooling

was on the average about 10.0 percent more than one who had not been to school even after controlling factors such as improved inputs, wealth, etc. Primary education also promotes disciplined work habits and responsiveness to further training, as well as offering the advantages of literacy and numeracy. The same studies indicated that either as self-employed or employee, the reported increase in production resulting from education when compared with the cost of that education found rates of return comparing favourably with investment in other sectors.

Apart from its direct effect on productivity, education also impacts positively though indirectly on per capita productivity and hence a nation's GDP through a healthy work force. This fact is attested to by the World Bank [1993] which stated that rising educational levels mean that people are in a position to apply new scientific knowledge to promote their own and families' health. Therefore, when the labour force is healthy, the sky is the limit for the contribution it can make to economic progress, all things being equal. The economic development of the South East Asian countries of Japan, Singapore, South Korea and Malaysia has been greatly associated with investment in education and human resources development expenditures in general. In their opinion, Moock and Jamison [1988] stated that experience from Africa and elsewhere strongly indicates that increased investments in education and training at this stage of Africa's history would yield very broad economic benefits in terms of increased labour productivity, economic growth and reduced fertility rates. They observed, however, that the need for rapid expansion of education, and for improvement of its quality, comes at a time when economic difficulties have led to significant reduction of public spending in most countries of the region.

[ii] Education And Population

Education has been found to have a significant but positive effect on the demographic features of an economy. In this connection, studies have shown an inverse relationship between women education in particular and the number of children each woman bears during her reproductive life. The economics of education and low fertility rate stem from the fact that notwithstanding the intrinsic value of having children, the utility derivable from procreation declines beyond a minimum number of the first two or

three children [Todaro, 1986]. This view is anchored on the rising cost [direct and indirect] of rearing and educating children coupled with the fact that educated parents do not have to depend on their offsprings for survival in their old age. In the same vein, education reduces incidence of early marriage of the girl child, promotes application of child spacing and other family planning methods, all of which decelerate the fertility rate among its recipients. For example, the World Bank [1980] submitted that secondary education reduces fertility considerably among women. For these reasons, the promotion of education in general and women education in particular are of immense benefit to the society at large as low fertility rate reduces the dependency ratio and releases resources for growth and development.

[iii] Education And Employment

There is an overwhelming argument in support of the critical link between education and growth and development. This arose partly from the fact that formal educational system is the major institutional mechanism for building and advancing people's knowledge, skills, attitude, etc. with which they are prepared for employment. Thus, for individuals and families, education is a sound economic investment which raises not only the quality of life and improves health but also increases productivity in market and non-market work and hence individuals' access to paid employment as well as facilitate social and political participation [Hill and King, 1991; Bellew and King, 1991]. Investment in education also complements that of physical capital in increasing productivity through improvement in the capacity and organisation of workers and management as well as engender the use of higher levels of technology. However, for an economy to realise the full potentials of investment in education and physical capital, sound macroeconomic policy is a prerequisite.

The issue of internal migration, i.e. rural-urban migration and labour mobility is also influenced by education. Numerous empirical studies have shown a high correlation between educational attainment of an individual and the propensity to migrate from rural to urban centres due to wage/income differentials facing each level of education. Since most modern sector employment opportunities are located in the urban centres, trained labour is ready to move to these areas in search of the proverbial greener

pasture. However, if deliberate policy is not pursued to normalise modern sector employment opportunities between the rural areas and urban centres, urban social facilities could be stretched beyond their limits as a result of rural-urban migration, which may in turn lead to over-crowding and squalor.

External labour mobility or international migration could also take place. This happens mostly where the domestic economy could not absorb highly trained manpower or where the trained labour could not find commensurate remuneration at home especially in a depressed economy. This is particularly true of such highly trained manpower as academics, medical doctors, scientists, bankers, researchers, etc. in many developing economies which paradoxically require these type of manpower for their development efforts. This type of migration otherwise referred to as "brain drain" has reduced the supply of professional manpower needed within the less developed countries.

[iv] Education, Poverty and Income Distribution

An area where education is capable of contributing to economic development is its influence on size and functional distribution of income and hence its impact on inequality and poverty reduction. Since education prepares its beneficiary for employment, the higher the level of training the higher the wage/income facing the individual in a situation where income earning capability is dependent on years of completed schooling. It follows, therefore, that as more people are educated and provided they are absorbed by the economy the less the number of the people below the poverty line. The link between the education system of a country and poverty reduction is dependent on how equitable the system could be accessed. According to Todaro [1986], education may in fact, reinforce existing inequality and poverty level or reduce it depending on how egalitarian the society and education system in particular is, as pointed out earlier. Where the poor are precluded from or have less than equal access to education, the system tends to reinforce existing structures thereby bringing about growth without development. Unfortunately, this is often the case in many developing countries where there is no state commitment to mass education of the citizenry. The poor may also fail to benefit equally as their rich counterparts even where education is funded by the State, owing to the opportunity costs of education to poor households in the form of loss of a child's labour either

at home, family business or to earn income may pose a big barrier to the vulnerable group. Again, where educational facilities are concentrated in the urban centres, children from poor homes who reside mostly in the rural areas are at a disadvantage. The issue of availability of school places within a short radius is much more fundamental in the case of the girl child education whose parents may feel concerned [genuinely] for the safety of their daughters apart from cultural and traditional reasons. Therefore, equalisation of educational opportunities cuts across income, geographical location and gender lines.

[v] Education And Rural Development

Associated with inequality and poverty reduction is the issue of rural development. Rural development is pertinent to development issues because majority of the vulnerable group live in the rural areas. For example, the World Bank [1996] in its study of poverty in Nigeria found that 66.0 per cent of the poor - those below poverty line, 72.0 per cent of the depth of poverty, i.e. the degree to which people fall below the poverty line; and 69.0 percent of the severity of poverty [those with expenditure below the poverty line] are all located in the rural areas as at 1992. This is equally true for most developing countries although in varying proportions. For these reasons, education must, therefore, be made available to them, while the curricula are restructured beyond the general or basic education to include family and community improvement; and occupational education designed to develop particular skills needed for various economic activities that are useful in making a living within any community and to strengthen the realisation of local and national needs. However, where the curricula is at variance with the sectoral manpower requirements of an economy such a country will succeed in producing unemployed educated citizens. This is not to say that an egalitarian educational system should be abandoned, rather, it should be pursued albeit in a context of a well integrated perspective national development plan that takes account of all spheres of national life to enable education yield maximum returns to both the individual and the economy. Another fundamental reason why education must be employed to solve the twin problems of poverty reduction and rural development stems from the

fact that the people need to be re-oriented to sharpen their skills to enable them effectively exploit the potentials in their environment.

[vi] **Education And The Environment**

The natural environment [such as land, air, water, mineral resources, shoreline, aquatic life, forestry, etc.] is required for economic activity. But more importantly, ecological balance is necessary for a balanced human life. Where general education and the knowledge of the environment are absent, the eco-system could be disturbed through over-exploitation of natural resources. This often comes in the form of deforestation and desertification through over-grazing, logging bush burning, use of wood as source of energy and over-fishing with their negative consequences on plants and animal including aquatic life which are major determinants of human existence. In primitive societies where there are no basic skills and technological development, unbridled extraction of primary commodities is usually the order of the day without replacement nor concern for nature. However, technological advancement equally has attendant negative effects on the environment, this is often due to lack of compliance to standards for profit maximization reasons rather than ignorance. The uncontrolled release of carbon dioxide into the atmosphere as a result of profit motive, among others, has resulted in the global warming in recent times. The inclusion of such subjects as nature study at the primary level and environmental courses at post-primary and post-secondary levels which places man in his physical environment in the syllabi are means of internalising environmental consciousness in the children which becomes an indispensable part of them in adult life. Education is also a veritable instrument in protecting the environment both in terms of judicious and equitable harnessing of the natural resources through the adoption of appropriate technology and in curtailing the side effects of economic and technological development through remedial actions in order to allow a sustainable economic environment for the future generation.

[vii] **Education and Citizenship**

Education is of immense benefits to both the individual and the society in bringing about orderly development of the society through the inculcation

of discipline in the recipients. It makes the beneficiary receptive to logic, new ideas and harmonious living through leadership training and inclusion of subjects such as civics, social studies and government in the basic education curricula which prepares citizens for civic responsibilities. In a plural society like Nigeria, the inclusion of the different languages and cultures in the syllabi becomes a centripetal force forging cohesion and mutual understanding as well as reduce suspicion among the various cultures within a country. In addition, having known the purpose for which governance is all about through learning, an educated citizen is in a position to contribute his/her quota positively to the development of the society. In the same vein, those in government, in a literate society, are more likely to take public affairs serious and uphold transparency and fairness in state matters since the legitimacy of any government is dependent on the wishes of the people. The advent of mass literacy and rapid information and communications technology have promoted good citizenship by raising the level of awareness of the citizenry and participation in government programmes. This has also kept many government on track for benefit of all in the form of good governance which is a prerequisite for economic progress.

3. EVALUATION OF NIGERIA'S EDUCATIONAL SYSTEM 1990-1996

3.1 Historical Development

At Nigeria's independence in 1960, governments at both central and regional levels recognised the importance of education in the development process as typified by their embrace of policies that encouraged schooling, although at varying degrees. Some of these policies included free primary education, subsidized secondary and higher education and massive development of both physical infrastructure and teaching personnel. Thus, by 1965, primary school enrollment ratio which was only 32.0 per cent trended upward to 51.0 and 104.0 in 1975 and 1980, respectively [indicating that enrollment figure might have included over - aged, under - aged children and repeaters]. However, the ratio began a decline thereafter,

as it registered 81.0 per cent in 1981 with a further drop to 68.0 per cent in 1987 before rebounding to 73.0 per cent in 1988 when decent set in again. At the secondary school level, enrollment rose from a modest 5.0 per cent in 1965 to 8.0 per cent in 1975. It finally reached 29.0 per cent in 1983 before gradually declining to 26 and 19 per cent in 1987 and 1989 respectively. At the tertiary level the University College, Ibadan, established in 1948 became University of Ibadan, Nigeria's premier University in 1960. By early 1970s the number had grown to six Universities with numerous colleges of technology, polytechnics and colleges of education. Total student enrollment in the Nigerian Universities rose from 87,006 in 1981/82 to 112,056 in 1983/84 and went further to 135,670 in 1985/86 [FOS 1987].

3.2 Review of Nigeria's Educational System

Education is one of the priority areas of government in Nigeria, hence it has, since independence, invested heavily in the sub-sector. At present, the development of education is the responsibility of the three tiers of government. It should be placed on record, however, that historically most of the primary and secondary schools in Nigeria especially in the South, were established and managed by religious organisations and other voluntary agencies with government setting and monitoring compliance with standards. In view of the importance attached to education, the Nigerian government has, at various times, articulated the objectives and purposes of education in various documents to include:

- [i] training for understanding the world around us;
- [ii] acquisition of appropriate skills for a successful and rewarding life for individual benefits and contribution to national endeavours;
- [iii] inculcation of worth-while values and attitudes, i.e. character and moral training;
- [iv] self-actualization and fulfilment; and
- [v] fostering national unity and integration.

The formal educational system consists of four major levels for the achievement of these stated objectives. The first level is the pre-primary education with a duration of 2-3 years. Children at between 3 and 5 years

attend the pre-primary level prior to their admission to the primary school. This is followed by the primary education with a duration of 6 years and for children between 6 and 11 years old. The third level is the secondary education with a duration of six years and split equally between the junior and senior secondary education. Children proceed to the junior secondary school at age 12, while those who proceed to the senior secondary school are at least 15 years old. The final tier of formal education comprises the universities, colleges of education, professional institutions, monotechnics and polytechnics designed for students aged 18 and above and the duration of learning ranges between 3 and 7 years depending on the discipline in question. The non-formal system consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural, political and environmental education for youth and adults which allow for exit from and re-entry into it at desired points or times in life.

[i] Educational Planning Administration, Financing And Services

The planning and administration of education are undertaken by all the three tiers of government, private sector organisation, private individuals, religious bodies, international agencies, Non-Governmental Organisations [NGOs] and community-based organisations [CBOs]. The management of education is dictated by the federal structure of government with administrative mechanism devolving from the centre to the State and Local Governments. The basic policy on education with regard to structure, curriculum and school year is centrally determined. The educational system is served by the local councils at the Local Government Areas, the Ministries of Education at both Federal and State Government levels, and a myriad of parastatals/agencies numbering about 14 at the Federal level and some parastatals at the State levels. Other areas of educational delivery are modified to suit local requirements.

The funding of public schools is vested, by the 1979 Constitution of the Federal Republic of Nigeria, on the three tiers of Government: Federal, State and Local Governments. Allocation to the education sub-sector at the Federal level which averaged 4.9 per cent of annual budgets between 1988 and 1990 rose to 9.4 per cent from 1991 to 1996. Effective from 1995, more public sector resources in education were made available through the

Petroleum [Special] Trust Fund [PTF]. Following the Education Decree No. 7 of 1993, all companies operating in Nigeria with a minimum of 100 employees are mandated to contribute 2.0 per cent of their pre-tax earnings to the Education Tax Fund for the purpose of funding education. Although the education tax is expected to be an important source of funding to complement budgetary allocations, the accrued revenue is yet to be disbursed. Public schools are funded almost solely by governments. On the other hand, privately owned educational institutions which are mainly at the pre-primary, primary and secondary levels are funded by competitive pricing paid by students.

[ii] The State of Nigeria's Educational System

Nigeria consists of 36 States in addition to the Federal Capital Territory [FCT], Abuja. Each State is sub-divided into Local Government Areas [LGAs] totaling 771 LGAs. According to the 1991 National Population Census, Nigeria had a population of 88.99 million persons as at 1991. This was projected to a population figure of 102.3 million in 1996 occupying a land area of 923,768 square kilometres. Gender disaggregation of the population in 1991 showed that 44.53 million were males, while 44.46 million were females representing 50.1 and 49.9 percent of the total population, respectively, while as at 1996 the respective shares translated to 51.4, and 51.1 million [Table 1]. The percentage of children 6-11 years and 12-17 years enrolled in schools averaged 63.5 and 69.7 percent of the respective age groups. On the other hand, the literacy level showed that for all adults [15 years and above] 49.4 per cent were literate by 1994. The adult literacy level remained more or less the same as at June, 1996 according to the 1995/96 Quarterly Report of the General Household Survey published by the Federal Office of Statistics [FOS]. Further gender disaggregation showed that male and female literacy rates were 58.2 and 41.3 per cent, respectively, with a gender gap of 16.9 percentage points [Table 2]. As at end-December, 1994, slightly over one-half of the population [56.7%] was literate, i.e. could read and write with understanding of any language, local or foreign. A State by State disaggregation shows a wide variation among states from as high as 89.7 percent adult literacy ratio in Lagos State to as low as 11.4 percent in Yobe State. Nationally, based on the old 30-State structure,

fifteen states and the Federal Capital Territory [FCT], Abuja recorded adult literacy ratio above 50.0 percent, while the remaining fifteen states recorded less than 50.0 percent. On a geographical basis, adult literacy rate in all the 14 Southern States was above 50.0 percent, while in the North, only Benue State and the FCT, Abuja exceeded the 50.0 percent mark. Gender analysis shows that nationally, adult female literacy level was above 50.0 percent in fourteen states of the Federation all of which are in the South, while only three states in the North scored above 30.0 percent [Table 2].

[iii] Basic Education: Pre-Primary and Primary School

The nursery and primary schools offer basic education at the pre-primary and primary levels. The pre-primary schooling is exclusively owned and managed by the private sector and community-based organisations with entry age ranging from three to five years, while the age at which children are admitted into primary school is six years with a duration of six years. In 1970, 30.0 per cent of primary school age children [6-11] were in school. The substantial increase in primary school enrollment level in the 1980s and 1990s reflected the launching of the free Universal Primary Education [UPE] in 1976. By 1991, the national summary of primary school statistics indicated that 13.8 million children were enrolled in 35,446 schools, constituting 62.7 percent of all children of primary school age. The primary school enrollment maintained an uninterrupted upward trend, reaching a peak of 19.8 million in 1996 [Table 3]. The total enrollment at this level of education, however, constituted 64.6, 67.7, 66.9, 72.3 and 77.3 percent of the total number of children that were ripe for education at the primary level between 1992 and 1996. Of the national enrollment figure, the female share was about 44.0 percent from 1991 to 1995 and declined to 40.6 percent in 1996. In the same vein, the number of primary schools rose progressively from 35,446 in 1991 to 38,234 in 1993 and to an all time high level of 41,660 in 1996. The number of pupils per school also trended upward from 389 in 1991 to 456 in 1996. The teacher/pupil ratio, however, continued to deteriorate below the United Nations stipulated minimum of 1:25. The average ratio fell from 1:37 in 1991 to 1:55 in 1995 before increasing to 1:48 in 1996, with its attendant negative effect on the quality of learning [Tables 4 & 5].

[iv] Secondary Education

The secondary education as the second layer in Nigeria's educational system is fed by products of primary education. It is a continuation of basic education to ensure permanent literacy, numeracy as well as acquisition of vocational skills especially within the 6-3-3-4 system of education. It is divided into three years each of junior and senior secondary schools. The average transition rate from primary to junior secondary school is 50.3 percent, while it is about 96.0 per cent from junior to senior secondary. The national summary of post-primary schools statistics shows that secondary school enrollment was only 3.9 percent of secondary school age [12-18] in 1970. This increased progressively from 3.1 million in 1991 by 16.1, 11.1, 12.5, 24.4 and 5.9 percent to 3.6, 4.0, 4.5, 5.1 and 5.4 million in 1992, 1993, 1994, 1995 and 1996, respectively. Analysis of secondary school enrollment on gender basis indicates that the female students had shares of 41.7, 45.0, 46.0, 43.0 and 37.3 percent in the respective years [Table 6]. In spite of the seeming increase in the national enrollment at the secondary school level, the number of students constituted only 21.5 percent of eligible candidates in 1991 and rose to 32.3 percent of the population aged between 12 and 18 years in 1996 [Table 7].

The number of secondary schools rose from 5,860 in 1991 and 6,009 in 1992 before declining to 5,959 in 1993. By 1994 it increased again to 6,074 and progressively to 6,452 and 6,646 in 1995 and 1996, respectively, in response to the growing needs of the country. The national policy on education stipulates a teacher/pupil ratio of 1:40 for the country. In reality, the national ratio ranged from 1:22 in 1991 to 1:36 in 1996 with significant disparities from State to State. The number of classrooms serving the students in all the schools which was 82,930 in 1991 rose progressively to 108,905 in 1995 except 1994 which witnessed a decline of 3.6 percent below the 1993 figure. More schools were, however, available in the Southern States than in the North and in the urban centres than in the rural areas. This geographical/regional disparity is accounted for mainly by the efforts of the missionaries and private sector involvement in ownership and funding of education in the Southern States, while the pull effect of population concentration is responsible for clustering of schools in the urban centres.

[v] Higher Education

Higher education covers education at the tertiary level provided by the Universities, Polytechnics and Monotechnics, Colleges of education, Colleges of Technical Teacher Education as well as Institutes that prepare students for professional courses such as accountancy, law, architecture and mass communication, etc. Essentially, higher education is to produce high level manpower for positions of responsibility in government, business and the professions.

[a] Universities And Inter-University Centres

The Universities produce high level manpower in various fields in addition to conducting research activities. The number of this category of institution grew from 6 in mid-1960s to 37 as at 1997 comprising 16 Federal and 8 State owned conventional universities which produce graduates in the pure and applied science and arts. There are also 5 Federal- and 4 State-owned Universities of Technology, 3 Universities of Agriculture and one Military University producing graduates in their areas of specialization. The National Universities Commission [NUC] is responsible for the universities accreditation programme, while the Inter-University Centres develop and upgrade skills in their fields of competence. These are the National Mathematical Centre, Nigerian Arabic Language Village, Nigerian French Language Village and National Institute for Nigerian Languages.

Total University education admission in 1989/90 academic session at 36,616 was only 14.7 percent of total applicants of 249,264. By 1991/92 school year, placements increased in both absolute and relative terms to 61,212 students constituting 16.4 per cent of 373,016 applicants. On the average, the share of total student enrollment by major academic disciplines in 1991/92 academic session ranged between 0.7 percent for veterinary medicine to 14.0 percent for education and 17.8 percent for the pure sciences [Table 8]. This is in line with the Federal Government directive on 60-40 percentage science/humanity admission ratio in favour of science-based courses. However, the figure needs to be interpreted with caution as education science courses were also regarded as core science disciplines. Equally of note is that the share of some major disciplines such as mathematics,

medicine, agriculture, pharmacy, veterinary medicine, engineering and technology which are very essential to national development are still below 10.0 percent. In all major disciplines except education and humanities female enrollment hovers around only 30.0 percent. The situation is worse in the engineering courses. The mean staff/student ratio in most disciplines reveals that there is a shortage of teachers in all the major disciplines except in the arts and veterinary medicine [Table 8].

[b] The Polytechnics/Monotechnics And Colleges Of Technology

Middle level technical manpower is produced by these institutions. The Polytechnics award the national certificates and diplomas, namely, the National Diploma [ND] awarded after two years of study following the senior secondary school and the Higher National Diploma [HND] awarded after a further advanced two-year course. Students are expected to have at least one year industrial attachment for practical skills acquisition after obtaining the ND and before proceeding to the HND course. Supervision of these institutions is vested in the National Board for Technical Education [NBTE]. As at 1994, there were 43 polytechnics 15 of which are owned by the Federal Government while the balance is owned by the States. Total students enrolment in the polytechnics rose from 44,081 in 1990/91 academic session to 60,085, 77,286 and 115,329 in 1991/92, 1992/93 and 1993/94 academic sessions respectively [Table 9]. Further analysis of student enrollment in these institutions shows that admission is skewed in favour of business courses at the expense of the engineering fields for which purpose these class of institutions were originally established. Consequently, the nation's scientific and technological needs have remained largely unmet.

[c] Colleges Of Education

Middle level manpower in teachers' education is produced by Colleges of Education for the award of Nigerian Certificate in Education [NCE] and by 1998 the NCE is expected to be the minimum teaching qualification according to the national policy on education. By 1994, there were 58 Colleges of Education, 19 and 3 of which are owned by the Federal Government and private bodies respectively, while the balance is owned by State Governments. The National Commission for Colleges of Education

is responsible for supervision of this category of institutions.

[d] Technical And Science Education

Technical education is defined as the aspect of education which leads to the acquisition of practical and utilitarian skills as well as basic scientific knowledge. In Nigeria, there are five types of technical educational institutions outside the universities. These include the pre-vocational and vocational schools at post-primary level, the technical colleges, the polytechnics/colleges of technology, monotechs and colleges of technical teacher education at post-secondary level. The objectives of technical education are the infusion of adequate vocational and technical skills/efficiency in recipients for effective living with a view to eliminating unemployment; enhancement and sustenance of technological development for the attainment of national economic prosperity. Thus, the primary role here is to produce middle level technical manpower for all sectors of the economy including commerce, industry, agriculture, health care and teaching among others.

Vocational education is an aspect of secondary education whose primary role is to produce low level manpower such as operatives, artisans, craftsmen and master craftsmen for commerce, industry, agriculture and ancillary services. The institutions in this segment include Technical Colleges and Business and Engineering Skills Training Centres hitherto referred to as vocational training centres. As at 1991, respective totals of 128 and 750 Technical Colleges and Business and Engineering Skill Training Centres were operational with total student population of 47,637 and 64,652 [Table 10]. Three types of institutions are distinguishable in the technical education sub-sector, viz: polytechnics or colleges of technology, monotechs and colleges of education [technical]. The technical colleges of education are responsible for producing technical teachers. In 1991, there were 31 polytechnics with a total student enrolment of 54,993 and 54 Colleges of Education with a total student population of 85,574 [Table 10].

The University is also the apex of technical education and is responsible for training high level manpower in the technological fields. Presently, there are 9 Universities of Technology in addition to

the Departments of pure science and technology in the conventional universities.

[e] Teacher Education

Preparation of teachers exists under pre-service, and in-service, college-based, school-based and distance learning systems. The pre-service agencies are the Teacher Training Colleges [TTCs], colleges of education, colleges of technical teacher education, polytechnics and university departments/institutes of education. The distance learning system is solely handled by the National Teachers' Institute [NTI] for the purpose of upgrading under-qualified and un-qualified teachers. The various teacher education programmes appear to cover all the fields in the pre-primary, primary and secondary curricula as they consist of major components of teacher education namely: general education, academic [teaching subject] preparation; professional studies of education and teaching/professional practice. Teacher education for the tertiary level, however, is not professionalised and hence requires to be strengthened with professional studies in education and teaching practice as is the case in the lower levels of teacher education to enhance their competence and service delivery.

With the implementation of the policy which stipulates that the Nigerian Certificate in Education should be the minimum teaching qualification, the Teacher Training Colleges awarding Teachers' Grade II Certificate are being phased out. This policy has a serious implication for the quality of teachers for the primary education system. While the erstwhile Grade II teachers were sufficiently trained in and can teach all primary school subjects, the NCE holder specializes narrowly in only one or maximum of two subjects, hence there is the need to equip the new generation of primary school teachers appropriately. One feature of the teacher education and hence its supply is that a sizeable proportion of teachers are untrained at all tiers of education. For instance, in 1994 at the primary education level, 0.9 and 16.1 percent of the teachers were graduates and NCE and equivalent holders, respectively, while the balance of 83.0 percent were below NCE. Similarly, at the secondary level, 51.7 percent of the teaching personnel were below NCE or equivalent certificate. The quantum of available teaching personnel at the primary school also declined by 16,000 or 4.6 percent from 369,636 in

1980 to 352,600 in 1991. The effect of this on the learning process is the worsening of the teacher/pupil ratio from 1:34 in 1970 to 1:39 in 1992. When Nigeria is compared with other African countries in absolute number of teachers, it was only Nigeria that recorded a decline in the period 1980-1991 [Table 11].

[f] Special Education

In order to equalize access to education by all Nigerian children irrespective of gender, physical disability, and geographical or occupational reasons, the formal education system is complemented with Special Education Programmes for the vulnerable groups such as girls, disabled persons, nomadic and migrant fishermen, the gifted children and illiterate adults. Deserved attention has been directed towards the special educational needs of these groups by all concerned including governments, the private sector and the international agencies.

3.3 Appraisal of Nigeria's Educational System

The effectiveness of the system of education in Nigeria can be assessed using a number of indicators, including the literacy ratio and/or enrollment at primary and secondary levels, i.e. the most critical level, quality or curricula relevance, funding adequacy, cost effectiveness, and manpower demand - supply gap.

[i] Enrollment And/Or Literacy Ratio

Enrollment at all levels of education in Nigeria is low as a result of a combination of many factors including economic, demographic, socio-cultural, and religious factors. Given the large population size and the fact that it is growing rapidly, the respective enrollment rates of 77.3 and 32.3 percent at primary and secondary levels of education in 1996 were very low in view of her resources endowment and the desire to quicken the pace of economic development. At the higher level, the rate declines progressively further for all types of institutions.

This less than 100 percent enrollment of the cohort at the first two critical levels of education, means that between 22.7 and 77.7 percent of children aged 6 to 18 years will grow up to swell the number of adult

illiterates except remedial action is taken through adult literacy programmes. In addition, since formal education is hierarchical in order, it means that this group of people can never be touched by the higher levels of the education system. The economy is, therefore, short-changed by the lack of literacy, numeracy and basic skills of this group to contribute effectively to development efforts. When a cross-country comparison is undertaken, Nigeria's and Sub-Saharan Africa's gross primary school enrolment ratio trail behind other regions. For example, South Asia recorded an average ratio of 85.0, while 95.0, 103.5, 124.0, 99.5 and 103.0 were attained by Middle East and North Africa; Latin America and the Caribbean; East Asia and the Pacific; developing countries and the industrialised nations, respectively [Table 12]. Similarly, Nigeria's average teacher/pupil ratio of 1:46 in 1992 contrasted with Ghana [1:29, South Africa [1:26] and industrialised countries [1:18] [Table 13]. Also, Nigeria's gross secondary enrollment of 32.3 percent is far below achievements of 96.0 in Japan [1991], 102.0 in Canada [1991], 88.0 in Israel [1991], 96.0 in South Korea [1994], 60.0 in Malaysia [1992] and 107.0 in Singapore [1991], 52.0 in Zimbabwe [1991], 55.0 in Namibia [1992], 75.0 in Egypt [1991], 74.0 in South Africa [1994]², etc. [Table 14].

Overall, respective adult literacy and primary enrollment ratios of 53.5 and 77.3 percent were attained in the country as at 1996. Comparatively, this puts Nigeria at the bottom of the ladder when compared with peer countries such as Malaysia [83.0% adult literacy, 1994], Venezuela [91.0% adult literacy, 1994], Brazil [83.0% adult literacy, 1994], Zimbabwe [85.0% adult literacy, 1994], Philippines [94.0% adult literacy, 1994], etc, [UNDP, 1997]. Besides this low position in the comity of nations, the attainment of 52.5 per cent adult literacy presupposes that close to one-half of the adult population are not effectively equipped for life and hence are disadvantaged in contributing to the maximum of their ability to the nation's economic development efforts.

The low enrollment of primary and secondary schools is being compounded by a high drop-out rate vis-a-vis primary and secondary education completion rates. For example, between 1986 and 1992, the drop-out rate at the primary school level ranged between 42.1 and 29.7 per cent

* Where enrolment is 100.00 per cent, it includes repeaters.

with average rate of 43.2 per cent for both sexes. Gender disaggregation indicates that the drop-out rate was higher among females at an average rate of 42.4 per cent contrast to a rate of 36.7 per cent for boys in the same period. The drop-out rate for both males and females decelerated from 41.2 to 29.7 per cent in 1992 and to an all time low of 25.5 per cent in 1994 [Table 15]. The effect of the drop-out rate on educational attainment at any level means a less than 100.0 per cent completion rate. At the primary education level, the rate of students completing the first four years of primary school between 1991 and 1995 ranged from 74.7 percent to 81.9 per cent averaging 81.1 per cent for the period. During the same period, the percentage of all students completing six years of primary school declined further to an average rate of 69.3 per cent. Temporal analysis showed that the national primary school completion rate maintained an upward trend from a low level of 59.8 per cent in 1991 to 69.3 per cent in 1995 with similar trend observed for both males and females [Table 16 & 17].

At the secondary level of education, the drop-out rate was about 43.2 per cent of gross enrollment in 1992 although it has assumed a downward trend. The high drop-out rate varies from one geographical area to another. For example, in most of the Eastern States of the country, the drop-out rate is higher among boys in pursuit of economic activities, i.e. apprenticeship and trading while in the core North early withdrawal of girls for marriage accounted for the incidence of high drop-out. Other reasons which obtain in various parts of the country include reluctance by some parents to send their daughters to school under the guise that a woman does not need education to be a good house-wife. Another reason is pre-mature transition of some children particularly in the urban areas from primary to junior secondary level and the general poverty level exerting economic pressures on some parents resulting in sending their children to the labour market to augment family income or to help on the farms. The drop-out rate is noticeably higher in the upper classes as the children are matured enough to engage in income generating activities. Consequently, the attrition rate is very high, leading to non-completion of secondary education. On the whole, the drop-out rate among girls nationwide is higher than that of boys.

The generally low enrollment and the high drop-out rate at the first two levels of education can be traced to both economic and demographic factors.

Although education has been tuition free at the primary level nationwide since 1976, further costs to parents/households are in the form of costs of instructional materials, uniforms and transportation apart from indirect costs in the form of foregone income or utility of the child in helping at home or family business. This could be enormous to indigent households especially at this austere period. In poor households usually characterised by high fertility rate, inability to educate all the children sets in as a result of high cost of education materials including examination fees occasioned by the massive devaluation of the domestic currency. Consequently, Children who might have attended school in better times are either kept at home or pulled out to help work at home thus accentuating the drop-out rate.

Of particular attention is the issue of gender inequality in school enrollment at all levels in the country. Available data indicate that enrollment is skewed against the female gender. For example, total number of girls as percentage of national enrollment was 40.6 and 37.3 percent at primary and secondary schools as at 1996. The gender inequality in education becomes acute from the secondary level upwards. This shows that there is still discrimination against girls and women in education and poses a limiting factor on the key roles - mother, producer, home manager, social, cultural and political activist. Clearly, each of these women's role could be greatly enhanced through equalisation of access to education between the sexes through the eradication of all discriminatory cultural practices and intensive enlightenment programmes aimed at promoting girls' education.

Although there is no legal restriction to the girl child's access to education, there are many factors ranging from cultural practices, poverty, male chauvinism, early marriage of the girl child, the sanctity of womanhood to inability to carry on the family name after marriage. All these anachronistic beliefs and practices need to be changed through enlightenment campaigns, while the opportunities and terms of trade facing the poor and rural dwellers should be made favourable as a matter of deliberate policy measure. In addition, since women education is an endangered area, it is high time legislation is made to raise girls enrollment in schools by making primary and secondary education compulsory for all children. Also, entry to both the labour market and marital life should be fixed at a minimum of 18 years.

The resultant effect of low enrollment level, high drop-out rate and low female enrollment, in particular, contributed in no small measure to the low adult literacy level which remained at 49.5 percent with respective gender disaggregation of 58.2 and 41.3 percent for male and female. Little wonder then that the fertility rate remains as high as 6.3 per woman and consequently the equally high annual population growth rate of 2.83 percent in Nigeria, while the real GDP average growth rate is 2.1 percent between 1992 and 1996.

[ii] Funding Adequacy/Efficiency Ratio

A major constraint facing the Nigerian educational system is finance both in terms of quantum and the efficiency ratio of the available resources in the sub-sector. Sources of finance for education include government budgetary allocations [Federal, State and Local], the private sector, religious organisations, international agencies, Non-Governmental Organisations [NGOs] and the newly promulgated Education Tax whose proceeds are yet to be utilized. Of all these sources the official source [government] is employed here to measure the sub-sector's available resources for two reasons. First, education is one of the primary responsibilities of government to its citizens as the right to education has been elevated to the status of being treated as one of the fundamental human rights, hence aside from its economic imperatives, its financial contribution to the system should be higher than other sources. In the second place, apart from official funding constituting a greater proportion of available resources, it is the one for which data are readily available, and in the case of Nigeria it is the Federal Government. However, given the current revenue formula and the fact that limited resources are internally generated by the States and the Local Governments independent of the Federation Account, the Federal Government financial allocation seems to be a good proxy for measuring public sector resource deployment to education.

Official resources deployed to the education system between 1988 and 1996 were permanently below the United Nations Educational Scientific and Cultural Organisation [UNESCO] minimum standard of 26.0 percent of annual government budget. For example, budgetary allocation to the sub-sector ranged between 7.2 percent in 1989 and 10.8 per cent in 1996 with a peak of 14.9 percent in 1994. This same trend was observed when education

allocation was related to the real Gross Domestic Product [GDP] [Table 18]. Actual Federal Government expenditure on the educational system, however, trailed much behind the budgetary allocations during the same period despite the massive devaluation of the national currency except in 1989 when the share of education in actual government expenditure at ₦3.4 billion or 8.3 per cent was above the planned allocation of 6.3 per cent of budget. This range from 8.3 per cent of government expenditure in 1989 to 6.1 per cent in 1996 with the lowest share of 0.9 per cent recorded in 1992 [Table 19]. Consequently, Nigeria's per capita public expenditure on education was about ₦327.04 compared with an average per capita spending of ₦2,956.5 in the newly industrialised countries of South Korea, Malaysia and Indonesia. On a global scale, Nigeria's expenditure also lagged behind most of its peers between 1986 and 1992. For example, while the share of education in central government's budget between 1986 and 1992 ranged from 13.0 per cent in Egypt to 26.0 per cent in Ghana, Nigeria's share was a paltry 3.0 per cent during the same period [Table 20].

Education financing in Nigeria is also adversely affected by inefficient resource use. Apart from cost padding through over-invoicing of equipment and materials which is a general phenomenon in the Nigerian economy in recent times, there is a proliferation of education support service agencies as well as educational institutions and courses of study at the tertiary level which is tantamount to duplication of efforts and programmes. At the Polytechnic and University levels, disciplines are duplicated without regard to economies of scale. In the case of education parastatals/agencies, undue multiplicity of these agencies [fourteen at the federal level] has taken up a sizeable portion of the resources available to the system and therefore left little for educating the people. Although public sector cost per student at each educational level is not available for trend and cross country analysis, it is obvious that, given the above scenario, resource allocation within the sub-sector is anything but efficient.

[iii] Policy Environment

Policy measures are put in place to give effect to the national philosophy on education. However, the policy environment has been beset not only

with frequent changes but also policy inconsistencies and lack of political will to implement accepted policies to the letter. Most policies are changed mid-stream without allowing them to run full cycle and appraise their outcome vis-a-vis the set objectives. An outcome of this murky policy environment is the unguided proliferation of educational agencies whose functions not only overlap but are not coordinated. This situation has inadvertently reduced the efficiency ratio of resources disbursed to the education system. There is, therefore, the need to rationalise and streamline these educational agencies as well as coordinate the functions of those that are deemed necessary. The 6-3-3-4 system of education which is considered useful in moving the system away from general education to a technological one has been beset by lack of commitment as manifested in the form of under-funding.

[iv] Quality/Curricula Relevance

Educational attainment levels in Nigeria appear to be low by international and inter-temporal standards. Much of the evidence is, however, indirect, in the form of critically low [and declining] levels of key inputs such as instructional materials [especially books, laboratory, library and technical facilities, etc.], manpower [especially classroom teachers], physical infrastructure [school buildings and teaching aids and their maintenance] and average number of years of schooling completed per student at each level of education. The manpower problems of inadequate quality and quantity require special emphasis. The unduly high teacher/pupil ratio at all levels of education which is below the prescribed international standards and the insufficient number in most subject areas especially in science and technology is not due to high enrollment *per se* but because of inadequate supply of teaching staff in the education system. This is accounted for by poor remuneration, poor conditions of service, lack of recognition for teachers and non-professionalization of teaching which not only discourages new entrants but also leads to high attrition rate of teachers. The distribution of the available manpower is again skewed in favour of administrative duties as most teachers have abandoned classrooms for places in the education ministry and its parastatals.

Quality is also undermined by inadequate surveillance by inspectorate department as the lower levels suffer from long lags of inspection, while

accreditation of courses at the tertiary level is long and far between. Apart from the educational hardware, i.e. physical infrastructure that is in sub-optimal state, the software of the system, i.e. curriculum is inappropriate at all levels of education to meet the manpower requirements of the country. This together with other itemized factors have resulted in the low quality of the system's output at all levels in recent times. For example, both the primary and the secondary level curricula are over-loaded with liberal arts and business subjects to the detriment of mathematics, computer and other technical science subjects. The low quality of learning is further exacerbated by the incessant strike actions which have resulted in school closure for long periods occasioned by late/non-payment of negotiated teachers' emoluments at all levels of education and students' unrest at the tertiary institutions. Consequently, less than the required period is spent on actual learning resulting in ill-digested syllabi at each level of education. For these reasons standards are not met at each level of education to the extent that graduates of the system are being subjected to extra qualifying/remedial training before they can fit into next level of education or the industry. There is therefore the urgent need to re-structure the syllabi so as to accommodate these subjects in order to meet the technological needs of the country.

[v] Manpower Supply-Demand Gaps

Education serves as both a social and economic good. While it appropriately satisfies the social needs of the individual through the promotion of literacy, skills acquisition to engage in gainful employment and understanding of one's environment including inter-personal relationship, the same assertion could not be made on its effects on the national economy. The supply of the economy's required manpower is the primary responsibility of the educational system. In spite of vast expenditures disbursed to the system, this is yet to be met especially along technical lines partly because of curricula deficiency and also due to lack of linkage and collaboration between the educational system and the rest of the economy. For this reason, graduates of the system have to be retrained before being absorbed by the economy. This calls for a symbiotic relationship between the educational system and the rest of the society since the former is meant to serve the latter. At this stage of the nation's development there is need for

the various sectors of the economy such as industry, the oil sector, mining, engineering, etc. to collaborate with higher institutions and fund research activities in these institutions for the furtherance of their [industry's] corporate objectives as well as supply inputs into manpower development so that their peculiar needs would be met. This will no doubt quicken the pace of the development process and also internalise and ensure its sustainability.

4. POLICY OPTIONS FOR IMPROVED EDUCATIONAL DEVELOPMENT IN NIGERIA

All the three tiers of government have, no doubt, devoted vast resources to the development of the educational system in Nigeria since 1960. This has been complemented by other sources including the private sector, communities, religious bodies and international agencies. However, in view of the fact that official government expenditure on the education sub-sector is not up to the UNESCO's minimum standard of 26.0 percent of annual budget and the fact that primary and secondary school enrollment are below 100.0 percent indicate that efforts should be intensified to redress the situation.

As a complement, private sector involvement in education through establishment of schools would go a long way in increasing the literacy and enrollment ratio, although the state is supposed to play a leading role especially in the provision of basic education. Thus, both the public and private sectors have to direct more resources to the education sub-sector. This is because education as a public good is required to meet public demand in spite of the fact that the desire of the family for a child's education is the private demand for education. As a public demand, it is desired by the community for several reasons among which are the need to have a well educated citizenry, maximise the contribution to national income and wealth creation, etc. Besides, it must be appreciated that the era of replacing expatriates at all levels in Nigeria is over, hence the educational system must, therefore, concern itself with the responsibility of turning out leaders who can address the increasingly complex task of nation-building through appropriate skills development for it to be relevant to the nation's economic

development aspirations. In order to realize this laudable objective of economic development through education, the following policy options are worth considering:

4.1 Equalization of Access to Basic Education

The first step in eliminating illiteracy in Nigeria, is to make the first two critical levels [primary and secondary] of the educational system more accessible to all Nigerian children irrespective of circumstances of birth, gender, economic, ability or geographical location. Formal or general education is necessary in view of its higher social gains to the society and in order to produce enough "trainable" people whose sensitivities in respect of learning and understanding are raised and sharpened and are ready to be trained further for technical skills along sectoral needs of the economy. Literacy and numeracy are pertinent to life in this education age where the whole world has been linked up to become a global village via the computer, thus, making life increasingly difficult for illiterates who are more prone to being left behind in the development process. It also has the advantage of eliminating the problem of adult literacy programmes in the future once every Nigerian is given twelve [12] years of basic and vocational education and training. To achieve this, both primary and secondary education should be made free and compulsory in view of its valuable contribution to sustainable economic development through both legislation and moral suasion via enlightenment programmes where community and religious leaders will play prominent roles in exposing the virtues of basic education to encourage the vulnerable group to enlist in educating their children and wards. Basic education has to be free in all its ramifications such as tuition, uniform, instructional materials, examination fees, etc, so as to reduce the direct costs of education to the poor. In order to make learning effective, education should be combined with children health programmes and free or subsidised school meals especially for poor pupils. This is necessary as malnutrition has been found to impact negatively on assimilation and learning generally.

The indirect costs or the opportunity cost of education to poor households should also be reduced by deliberate policy measures to improve

the terms of trade facing the poor through encouragement of wide use of their products/services. For example, the poor in the rural areas could also be assisted through access roads to link them up with the modern market economy and thereby boost their income which would then serve as an impetus to educate their children. The equalisation of educational opportunities to all children of school-age requires considerable expansion in physical infrastructure, instructional materials and teaching personnel. These requirements are not impossible given political will. The number of school is estimated at between 36,000 and 48,000 units given the system's trend and Nigeria's demographic features. Text books production could be met within a period of five to ten years given the required political will. To solve the manpower problem, the National Youth Service Corps [NYSC] could be made more meaningful to national development than what currently obtains by employing them to teach in primary and post-primary schools between now and the foreseeable future when professional teachers would be produced to meet the challenges of free basic education for all. In the meantime, private paying institutions should also be allowed to develop along with public institutions even at these levels for the realization of universal literacy.

4.2 Compulsory Basic Education Of The Girl Child

The compulsory basic education of the girl child calls for special emphasis because of the multi-faceted problems facing the female child in most rural communities and due to its higher dividends to national development. These range from non-enrollment owing to economic and cultural/religious reasons to high drop-out rate and outright withdrawal from school for early marriage. These problems if allowed to persist would exacerbate the existing gender gap between male and female. Since the objective of the education policy is to develop the citizenry in general and because of higher utility function associated with female literacy in the areas of observance of hygienic practices in raising children, contribution to national income, fertility moderation and eradication of gender disparity in all aspects of human endeavours, female education should be pursued with vigour. In this wise, the measures suggested for implementation of basic education above should be applied to encourage the girl child education in

terms of access and retention in schools for a minimum period of 9 to 12 years, i.e. from primary to secondary levels of education. Enlightenment campaign for the promotion of girls' education must be stepped-up at Local, State and Federal levels particularly in the northern parts of the country and among the poor and rural communities. At the same time, early marriages of girls below the age of 18 years must be discouraged both on educational and health grounds for improved literacy level across the country.

4.3 Efficient and Effective Funding of Education

The low level of educational development in terms of quality and quantity as noted in Section III calls for increased education expenditure by both the private and public sectors of the economy. As discussed earlier, the current single digit per cent share of education in aggregate public expenditure is grossly inadequate and should be increased over time to between 20 and 25 per cent of annual expenditures to raise the per capita public expenditure on education to an appreciable level. This will enable the government provide the much needed physical infrastructure, personnel and curricula development. As a means of diversifying the resource base of the education sub-sector, the private sector should also contribute its quota. In this vein, the newly introduced Education Tax is a welcome development. It should be embraced by all firms while its proceeds should be put to use immediately. Also the cost of tertiary education except teachers' education should be shared among governments, the beneficiaries who should pay part of the cost and private sector organisations through funding of research chairs and other educational programmes. The cost sharing between the provider and beneficiary of tertiary education is predicated on the fact that those who benefit at this level are those who could afford it and hence less subsidies should be committed to it. Scholarships and educational loans should, however, be put in place for indigent students so that finance will not preclude anybody from attaining his/her intellectual goals and ambitions. The attraction of this arrangement include its ability to release much needed resources for both primary and post-primary levels of education which had been advocated to be free due to their necessity for reasons of sustainable economic development and poverty alleviation.

Effective and efficient education financing also calls for optimal use of the sub-sector's available resources in order to reduce the per unit cost of education to the barest minimum. This calls for reallocation of resources in favour of actual learning rather than the current situation whereby the administrative apparatus takes a lion's share of the education finance. Thus, the multiplicity of about fourteen [14] educational agencies at the federal level alone and many more at the state level should be streamlined and pruned down seriously while resources both financial and human are directed to the classroom for teaching. The per unit capital cost education could be reduced further especially at the post-secondary level through the introduction of another semester during the long vacation, as is done in the United States of America. This will increase the number of students per year and also shorten the required qualifying period through intensive teaching without lowering standards.

4.4 Improvement In The Quality of Learning

Education can only be worth its required huge investment [both time and money] if the quality is right from both the public and private perspectives. Although there is the need for expansion in educational services to the generality of the populace, of more importance is the quality of education to its beneficiary and the society at large. This means that investment in education must be deepened in order to improve labour productivity and quality of life. Thus, substantial resources must be committed to the educational system coupled with a strong political will for programme execution to enrich learning quality. In this wise, the quality of teaching must be upgraded through improvements in teachers' training, welfare and conditions of service to engender effective discharge of their duties and undivided loyalty as well as strengthening the inspectorate division for quality control purposes. Similarly, the curricula should be reviewed and made current by accommodating the needs of the society for which education is meant to serve, while relevant instructional materials and teaching facilities are provided. Thirdly, the school environment should be made conducive to teaching through expansion in physical infrastructure at all levels of education.

4.5 Professionalisation of Teaching Service

The teaching service is a very vital input to the success or otherwise of education and manpower development. The service needs to be taken as full time with unalloyed commitment by its practitioners for the education system to be beneficial. This, therefore, means that the teacher must be well trained and paid adequate remuneration commensurate to his/her training and experience. In addition, the teaching service must provide avenue for self actualisation and self fulfilment through appropriate incentive package. The implication of this is that the teaching service must be turned to a profession through appropriate legislation and code of conduct together with attractive remuneration to make the teacher discharge his/her duties creditably. Professionalisation serves a dual purpose in encouraging practising teachers through a clear cut professional path as well as instilling discipline in them to conform with the standards of the profession. A situation whereby anybody who can read and write without the ability to impart knowledge is engaged in teaching as is currently done especially at the primary and post-primary levels leaves much to be desired. In the same vein, a situation where sportsmen and women are paid hundred times the annual emolument of a University Professor can not engender total commitment on the part of those teaching our children. This explains the exodus of teachers to other sectors of the economy in search of the proverbial greener pasture.

4.6 Promotion of Technical Education and Training

The most important aspect of education within the strategy of human resources development is technical education and equipping people with specific skills. This is why the 6-3-3-4 system of education and the 60:40 university admission policy in favour of science and technology should move beyond rhetoric and be pursued with vigour. Technical education is what Nigeria needs most at this stage of her nationhood to usher in a sustainable economic development. To this end, resources must be devoted to provision of required laboratory and technical equipment for technical education. In general the nation must strike a favourable balance between general and technical education within the context of aggregate labour requirements of the country.

4.7 Provision of Physical/Technical Infrastructure

The physical environment under which learning takes place is very crucial to making education a success. Thus, the provision of physical/technical infrastructure such as classrooms, laboratories, workshops, equipment, books and school and public library services are essential complement to requisite curricula and personnel. This calls for putting in place buildings that can stand the test of time with current instructional materials such as books and equipment. For this reason, both the capital and recurrent expenditures of the education sub-sector should be increased appropriately for construction of new school buildings; and maintenance of existing infrastructure as well as provision of state of the art learning materials, respectively.

4.8 Education Balancing At All Levels

Education, being a derived demand, is not acquired just for its sake but as a means to improving human welfare at both individual and societal levels. This being the case, the need to have a balanced education pyramid with a wide base and a narrow top can not be over-emphasized. At the societal level and for an orderly development of the economy, education should be tailored to the needs of the economy with proper balance between literacy and the labour requirements. Thus, the basic education [primary and secondary] which is at the base of the pyramid should be wide-spread for purposes of literacy, participation in the society and preparation for higher education. The middle and higher level manpower produced by the next levels of education should fizzle out based on the absorptive capacity and the labour requirements of the economy, to ensure an optimum supply of the economy's man power resources.

4.9 Macroeconomic Approach to Educational Development

The development of education requires that the objectives to be achieved be clearly stated in view of its imperatives to both economic and human development. In Nigeria, these objectives would include manpower training, poverty eradication/alleviation, raising national output; rural development and a steady population growth rate amongst others. Where this is the case,

it then calls for a paradigm shift from the annual budget and three-year rolling plan to a perspective one. It thus implies that long term policies and investment plan strategies need be fashioned out for the development of education that is suitable for Nigeria given her level of development and potential natural resources [physical and human]. The time horizon of such a perspective plan should be at least of 20-30 years, where sectoral labour requirements of the economy as well as the desired literacy level could be planned for. Now that the country is engaged in a visioning process, it is hoped that education development would be taken seriously and given its rightful place in the quest for national development. If developed economics like the United States of America and Western European countries are not relenting in education, developing countries like Nigeria needs to double their efforts in this direction. Additionally, in order to reap the full potentials of education, the macroeconomy and the political environment must be sound, and stable to enable the trained manpower combine effectively with physical capital and natural resources in all sectors of the economy to bring about the desired economic progress.

5. SUMMARY AND CONCLUSION

In this paper, we have examined the development of education in Nigeria against the background of the important roles education plays in economic development, namely, human development, increased national income through high labour productivity and employment; poverty alleviation; rural development and steady population growth rate; and good citizenship; among others. The success stories of the developed and the newly industrialised economies of North America, Western Europe and South East Asia in the form of high GDP growth rates and per capita income, improvement in the standard of living and increased life expectancy at birth, etc., has not been without official massive investment in formal education and training.

The under-developed nature of the Nigerian economy could not have been avoided given the low level of education development in the first three and a half decades of independence. The education system which is to train the labour force for the development of the economy has suffered from low

commitment of resources and political will to implement policies and programmes faithfully. Although the sub-sector witnessed considerable official resource deployment between 1960 and 1994, the system's development has generally been stunted both quantitatively and qualitatively, and characterised by its inability to meet the nation's manpower requirements, low quality of life and short life span at birth. This profile has been occasioned by under-funding as reflected by the low per capita expenditure on education, inefficient resource allocation within the system, high costs [direct and indirect] to the vulnerable group, inadequate instructional materials, physical infrastructure and personnel, lack of political will to implement educational policies, and non-synchronisation of the system's output with the requirements of the economy. The dearth of teaching personnel is further hampered by high attrition rate and brain drain at all levels owing to low remuneration and poor conditions of service.

Since human welfare is the essence of economic development and since human capital is an indispensable factor in the economic development process, it is imperative that the education system is accorded high priority in practical terms. In this regard, more resources should be devoted to the sub-sector by both public and private sectors to provide basic and vocational education for every Nigerian child of school age and most especially the girl child to enable them contribute to the economic development process. Through basic education, literacy and numeracy are assured and the individual is well equipped to face life's challenges economically and otherwise and is also a material for further training as the need arises. Equally important is the need to deepen the investment in human capital by improving on the quality of education being provided. This is best served through upgrading of curricular, quality of teaching, physical infrastructure, instructional, laboratory and technical materials.

At this point in the nation's economic development process, what is required most is technological education which should be linked to its abundant natural resources especially minerals [oil and non-oil] and agriculture. In this wise, the 6-3-3-4 system of education should be implemented as originally conceived, while science and technology disciplines should incorporate more practical experiences with greater

collaboration with industry. Since the teacher is so central to education delivery, teaching should be professionalised with attractive remuneration and conditions of service. Nigeria's educational development should be planned and executed within a macroeconomic framework ensuring a proper balance between human and physical capital given her factor endowment to bring about the right technology, based on the long-term labour and literacy requirements of the nation. It is important, therefore, that greater attention be paid to technological education, while the macroeconomy and political environment must be conducive for effective combination of the trained labour, physical capital and natural resources for the full realisation of the economy's potentials.

TABLE 1
NIGERIA'S POPULATION BY SEX DISTRIBUTION

YEAR	MALE	FEMALE	TOT AL [MALE & FEMALE]
1991	44,529,608	44,462,612	88,992,220
1992	45,846,861	45,663,839	91,510,700
1993	47,144,327	46,956,126	94,100,453
1994	48,478,512	48,284,984	96,763,496
1995	49,850,453	49,651,450	99,501,903
1996	51,261,221	51,056,586	102,317,807

Source: Nigeria: National Population Commission.

TABLE 2
BASELINE DATA ON MASS LITERACY IN NIGERIA [1994]

STATE	AVERAGE PERSONS PER HOUSEHOLD	% OF CHILDREN (6 - 11) YEARS ENROLLED IN SCHOOLS			% OF CHILDREN (12 - 17) YEARS ENROLLED IN SCHOOLS			% OF LITERATE ADULTS FOR 15 YEARS & OLDER		
		M	F	M&F	M	F	M&F	M	F	M&F
ABIA	4.67	92.66	92.09	92.39	90.51	89.12	89.81	85.09	71.40	77.22
ADAMAWA	5.01	55.94	49.96	53.06	65.83	50.98	59.08	53.99	31.35	42.66
AKWA-IBOM	4.71	93.53	93.83	93.67	83.17	83.24	83.20	85.24	71.38	78.13
ANAMBRA	4.35	95.25	95.82	95.51	92.36	94.67	93.53	83.11	72.34	77.24
BAUCHI	5.40	83.31	27.84	30.81	35.28	24.48	30.70	39.59	27.41	33.42
BENUE	5.20	75.32	66.72	71.29	80.83	66.69	74.30	69.32	38.70	53.44
BORNO	4.48	32.70	30.40	31.68	38.57	29.01	34.22	28.31	11.65	19.82
CROSS RIVER	4.99	90.29	88.66	89.50	90.89	88.15	89.60	82.58	65.27	73.74
DELTA	4.24	92.59	91.72	92.18	94.21	90.27	92.35	87.54	68.90	78.03
EDO	4.73	95.42	91.98	95.21	96.55	94.37	95.60	85.04	72.64	79.31
ENUGU	5.45	72.97	71.29	72.18	84.31	83.13	83.72	72.10	52.86	1.79
IMO	4.69	93.59	93.61	93.70	93.36	96.91	93.14	82.86	67.09	73.81
JIGAWA	5.46	29.83	34.73	25.61	24.49	12.70	19.19	18.82	5.20	12.00
KADUNA	5.40	59.85	55.42	57.76	69.87	59.18	65.31	61.51	17.10	49.55
KANO	5.49	53.80	42.42	48.62	56.96	35.05	48.40	36.59	12.04	24.36
KATSINA	5.36	32.43	21.94	27.62	33.81	15.19	25.85	29.11	13.86	21.21
KEBBI	4.93	20.47	13.48	17.48	25.41	13.80	20.66	23.68	9.01	16.48
KOGI	5.05	77.62	73.61	75.67	83.13	71.94	77.80	61.88	36.52	47.93
KWARA	4.31	79.42	78.03	78.80	76.59	78.02	77.16	58.43	38.05	48.16
LAGOS	3.87	97.89	96.03	96.97	94.13	90.31	92.19	93.65	85.46	89.70
NIGER	4.77	44.97	37.75	41.99	50.66	44.00	48.08	34.27	16.04	25.25
OGUN	3.26	94.97	94.32	94.66	84.51	85.78	85.12	70.72	52.85	61.31
ONDO	3.63	94.94	94.17	94.57	95.44	93.25	94.44	71.46	57.33	64.25
OSUN	3.90	95.55	94.80	95.19	91.36	90.62	91.03	73.53	51.64	61.98
OYO	3.95	89.40	88.40	88.94	86.18	85.04	85.66	69.37	51.34	60.22
PLATEAU	5.57	64.75	60.12	62.59	72.03	64.22	68.52	59.10	36.48	47.70
RIVERS	5.08	92.14	91.18	91.67	93.23	90.31	91.86	80.96	68.95	77.87
SOKOTO	4.41	20.46	13.20	17.58	27.44	8.50	19.22	21.43	9.71	15.55
TARABA	5.06	49.36	39.92	45.01	71.95	48.89	61.70	45.02	19.56	32.12
YOBE	4.45	21.31	17.75	19.77	27.09	17.04	23.06	15.22	7.43	11.43
FCT-ABUJA	4.27	68.61	67.55	68.10	78.30	69.85	74.78	65.29	46.84	56.77
TOTAL	4.75	64.59	62.17	63.48	71.26	66.61	69.15	58.22	41.30	49.44

Source: Federal Office of Statistics (FOS)

TABLE 3
NATIONAL SUMMARY OF PRIMARY SCHOOLS STATISTICS

	1990	1991	1992	1993	1994	1995
Total School	35,433	35,446	36,610	38,234	38,649	41,531
Total Enrolment	13,607,249	13,776,854	14,805,937	15,870,280	16,190,947	5,741,078
Total Male Enrolment	7,729,677	7,741,897	8,273,824	8,900,650	9,056,367	8,729,421
Total Female Enrolment	5,877,572	6,034,957	6,532,113	6,939,680	7,134,580	7,011,657
Total Teachers	331,915	353,600	384,212	428,097	435,210	437,619
Total Male Teachers	189,499	202,753	211,650	336,266	233,305	230,287
Total Female Teachers	142,416	150,847	172,562	191,831	201,905	207,332
Total No. of Classrooms	376,611	377,439	407,987	447,859	444,985	1,072,059
Teacher/Pupil Ratio	1:36	1:37	1:39	1:27	1:37	1:36

Source: Federal Ministry of Education.

TABLE 4
NATIONAL TEACHER/PUPIL RATIO IN PRIMARY SCHOOLS

YEAR	TEACHER / PUPIL
1991	1:37
1992	1:39
1993	1:41
1994	1:50
1995	1:55
1996	1:41

Sources: Federal Ministry of Education, Federal Office of Statistics [FOS]
Central Bank of Nigeria [CBN]

TABLE 5
TEACHER - PUPIL RATIO AT PRIMARY EDUCATION
LEVEL BY STATE IN 1995

STATE	TEACHER / PUPIL RATIO
Abia	1:53
Adamawa	1:41
Akwa-Ibom	1:44
Anambra	1:23
Bauchi	1:30
Benue	1:43
Borno	1:51
Cross River	1:57
Delta	1:46
Edo	1:51
Enugu	1:39
Imo	1:37
Jigawa	1:43
Kaduna	1:38
Kano	1:51
Katsina	1:62
Kebbi	1:27
Kogi	1:51
Kwara	1:20
Lagos	1:49
Niger	1:29
Ogun	1:35
Ondo	1:30
Osun	1:48
Oyo	1:33
Plateau	1:35
Rivers	1:37
Sokoto	1:28
Taraba	1:55
Yobe	1:75
Abuja FCT	1:25
Nigeria	1:41

Source: Federal Ministry of Education.

TABLE 6
NATIONAL SUMMARY OF POST-PRIMARY SCHOOLS STATISTICS

	1990	1991	1992	1993	1994	1995
Total Number of school	6,002	5,860	6,009	5,959	6,074	6,429
Total Enrolment	2,901,993	3,123,277	3,600,620	4,032,083	4,451,329	444,991
Total Male Enrolment	1,661,468	1,821,307	1,979,045	2,182,034	2,419,782	2,354,718
Total Female Enrolment	1,240,525	1,301,970	1,621,575	1,850,049	2,031,547	2,094,278
Total Number of Teachers	141,377	141,491	147,530	151,722	152,596	158,122
Total Male Teachers	95,303	96,555	98,103	99,359	97,647	100,956
Total Female Teachers	46,074	44,936	49,427	52,363	54,949	57,166
Total Number of Classrooms	-	82,930	90,494	104,693	100,928	108,905
Teacher/Student Ratio	1:21	1:22	1:25	1:27	1:29	1:28

Note: - = Information Not Available
Source: Federal Ministry of Education.

TABLE 7
POST-PRIMARY SCHOOL ENROLMENT AS PERCENTAGE
OF POPULATION AGED 12-18 YEARS
[FIGURES IN MILLION]

YEAR	POST-PRIMARY SCHOOL ENROLMENT [1]	SIZE OF POPULATION AGED 12-18 YEARS [2]	[1] AS PERCENTAGE OF [2] [3]
1991	3.1	14.4	21.5
1992	3.6	14.9	24.2
1993	4.0	15.3	26.1
1994	4.5	15.8	28.5
1995	5.1	16.2	31.5
1996	5.4	16.7	32.3

Sources: National Population Commission, Federal Ministry of Education,
Federal Office of Statistics [FOS] and Central Bank of Nigeria.

TABLE 8
UNIVERSITY ENROLMENT BY MAJOR ACADEMIC
DISCIPLINES AND STUDENT/TEACHER RATIO
IN 1991/92 SESSION

DISCIPLINE	NO. OF STUDENTS	PERCENT OF TOTAL	STUDENT/TEACHER RATIO	
			ACTUAL	NUC GUIDELINE
Administration	15,469	6.9	34:1	20:1
Agriculture	13,803	6.1	12:1	9:1
Education	31,506	14.0	28:1	24:1
Engineering	20,971	9.3	19:1	9:1
Environmental Design	7,049	3.1	13:1	10:1
Law	11,291	5.0	30:1	20:1
Medicine	13,956	6.2	10:1	6:1
Pharmacy	2,716	1.2	13:1	10:1
Sciences	40,068	17.7	14:1	10:1
Social Sciences	30,830	13.7	27:1	20:1
Vet. Medicine	1,643	0.7	6:1	6:1
Others	8,679	3.9	13:1	
TOTAL	197,981	87.8		

Sources: National Universities Commission (NUC),
Federal Office of Statistics (FOS).

TABLE 9

STUDENT ENROLMENT IN POLYTECHNIC 1990/91 - 1993/94

YEAR	1990/91	1991/92	1992/93	1993/94
STUDENT POPULATION	44,081	60,085	77,286	115,329

Sources: National Board for Technical Education and Federal Office of Statistics [FOS]

TABLE 10

NUMBER OF TECHNICAL AND VOCATIONAL INSTITUTIONS

SUBSECTOR	INSTITUTION TYPE	OWNERSHIP & CONTROL		TOTAL NO.	TOTAL ENROLMENT AS AT '91
		FEDERAL	STATE		
Technical Education	Polytechnics	14	19	31	54993
	Colleges of Education	8	46	54	85574
Vocational Education	Technical Colleges	12	116	128	47637
	Best centres [Business & Engineering Skills Training centres]			750	64652

Sources: Federal Ministry of Education.

TABLE 11
COMPARATIVE FIGURES OF PRIMARY SCHOOL TEACHER IN AFRICA AS AT 1995

COUNTRY	1980	1991	DIFFERENCE
Algeria	88,486	154,685	+66199
Ethiopia	33,322	68,399	+35077
Libya	36,591	99,623	+63032
Nigeria	369,636	353,600	-16036
Sudan	43,451	64,229	+20776
Zimbabwe	28,118	58,436	+30318

Source: The World Bank, Africa Development Indicators, 1995, Washington DC.

TABLE 12
RATE OF PROGRESS: REGIONAL SUMMARIES - EDUCATION

BASIC INDICATORS	SUB-SAHARAN AFRICA	MIDDLE EAST & NORTH AFRICA	SOUTH ASIA	EAST ASIA & PACIFIC	LATIN AMERICA & CARIBBEAN	FORMER USSR	INDUSTRIAL COUNTRIES	DEVELOPING COUNTRIES	LEAST DEVELOPED COUNTRIES
Primary school enrolment ratio [%] 1960 [Gross], Male	46	72	77	120	75	-	109	93	48
Primary school enrolment ratio [%] 1960 [Gross], Female	24	40	39	85	71	-	107	62	23
Primary school enrolment ratio [%] 1986 - 91 [Gross] Male	76	103	97	128	105	-	103	107	74
Primary school enrolment ratio [%] 1986 - 91 [Gross] Female	60	87	73	120	120	-	103	92	57
Primary school enrolment ratio [%] 1986 - 91 [Net] Male	54	90	-	-	74	-	97	87	55
Primary school enrolment ratio [%] 1986 - 91 [Net] Female	46	79	-	-	75	-	97	82	45

Source: United Nations International Children's Emergency Fund [UNICEF]

TABLE 13
PUPIL/TEACHER RATIO COUNTRY COMPARISONS 1992

COUNTRY	PRIMARY	SECONDARY
The World	30	20
Industrialized	18	14
Sub-Saharan Africa	26	26
Ghana	29	18
Malaysia	20	19
South Africa	27	26
Nigeria	39	27

Source: UNDP Development Report 1992

TABLE 14
GROSS SECONDARY SCHOOL ENROLMENT IN SELECTED COUNTRIES

COUNTRY	GROSS SECONDARY SCHOOL ENROLMENT [%]
NIGERIA - 1992	29.0
ZIMBABWE - 1991	52.0
EGYPT -1991	75.0
NAMIBIA - 1992	55.0
SOUTH AFRICA - 1992	74.0
VENEZUELA - 1991	35.0
SINGAPORE - 1991	107.0
MALAYSIA - 1991	60.0
SOUTH KOREA - 1994	96.0
JAPAN - 1991	96.0
ISREAL - 1991	96.0
CANADA - 1991	88.0

Note: Where Enrolment is above 100, figure includes repeaters.

Source: UNESCO 1995 Statistical Year Book

TABLE 15
PRIMARY SCHOOL PERCENTAGE DROP-OUT BY SEX

YEAR	MALE	FEMALE	MALE AND FEMALE
1986	42.80	41.20	42.10
1987	51.10	52.40	51.70
1988	49.60	51.20	50.40
1989	45.20	49.20	47.10
1990	39.70	43.20	41.20
1991	39.40	41.30	40.20
1992	29.10	30.5	29.70
1993	-	-	27.30
1994 :	-	-	25.50

Source: Federal Ministry of Education.

TABLE 16
PERCENT OF STUDENT COMPLETING FOUR YEARS
OF PRIMARY SCHOOL (1991-1995)

YEAR	BOYS	GIRLS	AVERAGE
1991	73.8	75.8	74.7
1992	82.7	78.8	81.0
1993	82.2	83.9	82.3
1994	86.4	84.6	85.6
1995	80.3	83.3	81.9

Source: Federal Ministry of Education

TABLE 17

PERCENT OF STUDENTS COMPLETING SIX YEARS OF PRIMARY SCHOOL [1991-1995]

YEAR	BOYS	GIRLS	AVERAGE
1991	60.6	58.7	59.8
1992	70.9	69.5	70.3
1993	71.5	74.4	72.7
1994	76.8	71.7	74.5
1995	68.2	70.6	69.3

Source: Federal Ministry of Education

TABLE 18

EDUCATION BUDGETARY ALLOCATION AS A PROPORTION OF FEDERAL BUDGET
AND THE REAL GROSS DOMESTIC PRODUCT (GDP) [N=BILLION]

YEAR	ALLOCATION TO EDUCATION [1]	TOTAL FEDERAL BUDGET [2]	REAL GROSS DOMESTIC PRODUCT [3]	[1] AS % OF [2]	[1] AS % OF [3]
1988	1.1	32.3	77.8	3.4	1.4
1989	1.9	26.4	83.5	7.2	2.3
1990	2.1	39.6	90.4	5.3	2.3
1991	1.6	39.0	94.6	4.1	1.7
1992	2.4	38.1	97.4	6.3	2.5
1993	8.0	109.6	100.0	7.3	8.0
1994	10.3	69.1	101.0	14.9	10.2
1995	12.7	97.7	103.3	13.0	12.3
1996	15.4	142.6	106.9	10.8	14.4

Sources: Federal Ministry of Finance and Central Bank of Nigeria [CBN]

TABLE 19

EDUCATION BUDGETARY EXPENDITURE AS A PROPORTION OF FEDERAL GOVERNMENT
EXPENDITURE AND THE REAL GROSS DOMESTIC PRODUCT (GDP) [N=BILLION]

YEAR	EXPENDITURE ON EDUCATION [1]	TOTAL FEDERAL EXPENDITURE [2]	REAL GROSS DOMESTIC PRODUCT [3]	[1] AS % OF [2]	[1] AS % OF [3]
1989	3.4	41.0	83.5	8.3	4.1
1990	2.8	61.1	90.4	4.6	3.1
1991	1.6	67.5	94.6	2.4	1.7
1992	0.8	92.9	97.4	0.9	0.8
1993	6.3	233.8	100.0	2.7	6.3
1994	9.4	210.4	101.0	4.5	9.3
1995	12.2	248.8	103.3	4.9	11.8
1996	14.9	244.1	106.9	6.1	13.9

Sources: Federal Ministry of Education, Federal Ministry of Finance and Central Bank of Nigeria [CBN]

TABLE 20
PERCENTAGE OF CENTRAL GOVERNMENT EXPENDITURE
ALLOCATION TO EDUCATION [1986-92]

COUNTRIES	% OF ALLOCATION TO EDUCATION 1986-92
BOTSWANA	21
EGYPT	13
GHANA	26
NAMIBIA	22
TUNISIA	17
U.A.E	15
MOROCCO	17
MALAYSIA	19
TURKEY	18
KENYA	20
BRAZIL	21
INDONESIA	9
CAMEROUN	12
IRAN ISLAMIC REPUBLIC	21
KUWAIT	20
UGANDA	15
JORDAN	15
NIGERIA	3
ANGOLA	15

Source: United Nations International Children's Emergency Fund [UNICEF]

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